

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Ms. Loretta Yee

Official School Name: Koko Head Elementary School

School Mailing Address: 189 Lunalilo Home Road
Honolulu, HI 96825-2099

County: Honolulu State School Code Number: 127

Telephone: (808) 397-5811 E-mail: Loretta_Yee@notes.k12.hi.us

Fax: (808) 397-5816 Web URL: kokoheadschoool.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mrs. Kathryn Matayoshi Superintendent e-mail:
Kathryn_Matayoshi@notes.k12.hi.us

District Name: Honolulu District Phone: (808) 733-4952

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Garrett Toguchi

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

11HI1

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

11HI1

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 185 Elementary schools
(per district designation) 39 Middle/Junior high schools
42 High schools
22 K-12 schools
288 Total schools in district
2. District per-pupil expenditure: 12412

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 1
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	1	0	1		6	0	0	0
K	26	22	48		7	0	0	0
1	24	27	51		8	0	0	0
2	26	12	38		9	0	0	0
3	26	20	46		10	0	0	0
4	18	20	38		11	0	0	0
5	24	16	40		12	0	0	0
Total in Applying School:								262

6. Racial/ethnic composition of the school: 2 % American Indian or Alaska Native
53 % Asian
1 % Black or African American
2 % Hispanic or Latino
14 % Native Hawaiian or Other Pacific Islander
18 % White
10 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 14%
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2009 until the end of the school year.	9
(2)	Number of students who transferred from the school after October 1, 2009 until the end of the school year.	27
(3)	Total of all transferred students [sum of rows (1) and (2)].	36
(4)	Total number of students in the school as of October 1, 2009	262
(5)	Total transferred students in row (3) divided by total students in row (4).	0.14
(6)	Amount in row (5) multiplied by 100.	14

8. Percent limited English proficient students in the school: 8%
 Total number of limited English proficient students in the school: 22
 Number of languages represented, not including English: 5
 Specify languages:

Japanese, Korean, Lao, Spanish, and Other

9. Percent of students eligible for free/reduced-priced meals:

11%

Total number of students who qualify:

28

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services:

8%

Total number of students served:

20

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>6</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	<u>5</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>12</u>	<u>0</u>
Special resource teachers/specialists	<u>11</u>	<u>3</u>
Paraprofessionals	<u>8</u>	<u>0</u>
Support staff	<u>6</u>	<u>0</u>
Total number	<u>38</u>	<u>3</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

22:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate	5%	5%	5%	5%	5%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

We are a K-5 school and there is no high school graduation rate.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size: _____

Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

Koko Head Elementary creates a welcoming setting starting from our driveway. The lush, green campus flourishes with native Hawaiian plants. The green and white buildings are nestled against the Koko Head Mountain and a backdrop of blue skies. Everything invites you to learn more about the school, its culture and its community.

Going back in time, Hawai'i Kai was blessed with fertile lands benefitting from easy access to the sea, rich vegetation and teeming, natural fish ponds. During the 1800's, Hawaiian Ali'i (royalty) used to vacation here because of its abundance of fish, plants and privacy. Later in the 1950's, Henry J. Kaiser saw the area's potential for a thriving community with families, businesses and schools. He built a neighborhood of medium to high income houses. The main cultural groups in the area were Asian and Caucasian which still makes up its composition today. In 1954, Koko Head Elementary School opened its doors. It was the first school in the Hawai'i Kai area and was soon filled with children from farm lands, new and local businesses and young families looking for a tight knit community to call home. The campus filled up steadily and before long, it was at its capacity of over a thousand students.

Over the years, traditions made their place within the school. High academics are at the fore front with additional emphasis on programs such as music, band, performing arts and physical fitness. Koko Head students regularly enter speech, writing, and art contests. The Student Council is elected by students to serve the school body. The Keiki Karnival (Penny Carnival) is held annually and provides a fun day for our students. Our "May Day" is a day when our students share Hawaiian culture, song and dance. Parent/Student Breakfast are held four times a year to bring the school family community together. Quarterly award assemblies, highlight student citizenship, which promote traits we call "The 4R's" : Responsibility, Respectfulness, Resilience & Resourcefulness. At our end of the year award assembly, we recognize all students who have excelled in one way or another, as well as our graduating 5th graders. Programs such as "Jump Rope for Heart", which all proceeds go to the American Heart Association, Nike 5K Fun Run, Drug Awareness for 5th graders, Kindergarten/5th grade partners, Bike Ed(Bike education), JPO (Junior Police Officers), cafeteria and office monitors and our Book Worms who assist the librarian.

Throughout the years, Koko Head School has strived to teach, service and assist children of different abilities. We have housed many social programs. State of Hawaii Department of Education and Government agencies were warmly accepted and have been a part of the school community.

The following are highlights of Koko Head Elementary history:

- Koko Head School: First in Hawai'i Kai to open special needs pre-school.
- 6th grade/kindergarten partners. Promotes socialization and responsibility
- 1980's, Kaiser High School ALC (Alternative Learning Center) housed at Koko Head
- 1980's: Koko Head School houses over 60 people (Hawaii State D.O.E. Resource teachers)
- 1980's: PSAP(Primary School Adjustment Project) for children having difficulty adjusting in school. We are currently one of only a few schools in the state to retain this program.
- FOODLAND Shop 4 Better Education Program: 1st school in Hawai'i to win over 2 dozen computers and technology equipment.
- Koko Head School: 1st in Hawai'i to receive networking from IBM.
- Kama'aina Kids, A+PLUS Program, YMCA: early morning and afternoon care program
- Federal Head Start Program finds new home at Koko Head School.
- 1997: Department of Health Day Treatment Program, "Ho'okupono", transfers their students with anger problems.
- ILC (Intensive Learning Center) State run program servicing Honolulu District Students.
- Koko Head School renovated in 2005 after 50 years.
- School is recognized for continuous high test scores.

- 2005: Koko Head SCC(School Community Council) moves 6th graders to Middle School.
- 2010: Principal Cecilia Lum retires after 30 years
- 2010: Possible consolidation and closure of school
- 2010: Koko Head Elementary School chosen for Blue Ribbon

Koko Head is humbled and honored at being nominated for the National Blue Ribbon. Over the years, we have gone through many moments of accomplishments and struggles. We honor our former principal, who instilled in all of us the importance of educating our students and provided an environment where every person felt empowered to do so. Our vision and mission are clear; we utilize everyone's potential and provide the best educational program to meet the needs of all our students. With humility, hard work, and perseverance, Koko Head School will continue to rise to the top and shine. "Kulia I ka nu'u, Strive for the highest".

1. Assessment Results:

Assessment Results: (Note: circumstances affecting Hawaii State Assessment Results)

- School year 2006-07: Grade 6 moved to Niu Valley Middle School
- School year 2007-08: State assessment vendor change resulting in closer alignment of test items to the Hawaii Content and Performance Standards III grade level benchmarks.

Koko Head's quest for continuous improvement has resulted in an upward trend in students' overall performance in the Hawaii State Assessment over the past five years, going from 73% proficient in reading in 2005-2006 to 94% proficient in 2009-2010. This trend is repeated in math, going from 51% proficient to 83% in the same time period.

In reading, the percentage of proficient students in the "all tested" group has continuously risen throughout the 5 years in all grade levels. We extracted the results of three cohort groups; i.e. each cohort group of students as they matriculate from 3rd to 5th grade within the 5-year period. Examination of the assessment results by cohort show steady increases in percentages of students in the proficient and exceeding levels. This trend is repeated in a drill down of cohort results in three subgroups: 1) free & reduced-priced meals/socio-economic/disadvantaged; 2) Asian; and 3) Native Hawaiian or Other Pacific Islander.

In math, the percentage of proficient students in the "all tested" group rose in every school year except 2008-2009, where the proficient percentages dipped in grades 3 and 4. An upward trending in percentages of proficient students is also evident in the three cohort groups. The rise in proficiency is found in three subgroups: 1) Limited English Proficient; 2) Asian; and 3) Native Hawaiian or Other Pacific Islander.

There have been significant gains ($\geq 10\%$ points) in all tested grade levels in the past five years. A noticeable spike appears between school years 2008-09 and 2009-10. The % of proficient students in grade 3 rose 14% in reading and 31% in math, with increases realized across all subgroups. In grade 4, a similar pattern is seen with increases of 11% in reading and 15% in math. All subgroups with the exception of Special Education and Native Hawaiian or Other Pacific Islander realized gains in grade 4. Grade 5 gains in the same two-year period are + 14% in reading and +2% in math overall, with mixed results among subgroups.

Even as the percentage of proficient students has risen over the last five years, for school year 2009-10 gaps of 10% or more are found in the following subgroups. In reading: 1) Native Hawaiian or Other Pacific Islander and 2) Special Education. Significant gaps in math occur in these subgroups: 1) free & reduced-priced meals/socio-economic/disadvantaged; 2) Native Hawaiian or Other Pacific Islander; and 3) Special Education.

At the beginning of the 2010-11 school year, the faculty analyzed the assessment results to identify all non-proficient students for targeted intervention/services. In reading, there were three non-proficient students; three of whom receive Special Education services. In math, there were twenty non-proficient students, whose needs are being addressed through classroom-based differentiation—tutoring in class, small group instruction, flexible grouping and after school homework help. Special Education, ELL, and General Education teachers discuss students' needs together and communicate regularly with parents through their daily planners.

Over the five-year period, test results for each tested grade level have exceeded state AYP performance targets by more than 20 percentage points in both reading and math. In the most recent tested year, 2009-10, school results for each grade level even exceeded future state AYP performance targets through school year 2012-13 in reading and 2011-12 in math. Furthermore, test results for each grade level have exceeded annual state benchmarks in reading and math as set by the State Strategic Plan for the period

July 1, 2008 through June 30, 2011.

State assessment results are found at different on-line sites. Koko Head's website at kokoheadschool.org is one. The Hawaii State Department of Education also posts state assessment results on our Accountability Resource Center Hawaii located at <http://arch.k12.hi.us>.

In the Guide to the 2011 Hawaii State Assessment and Adequate Yearly Progress, page 21 of 58, a listing of Annual Measurable Objective is reported in a table format. Koko Head has consistently met and exceeded these measurements and demonstrated "meeting standard".

The proficiency rate requirements for SY 2010-2011, SY 2011-2012, and SY 2012-2013 are: not less than seventy-two percent ($\geq 72\%$) of students proficient in reading; and not less than sixty-four ($\geq 64\%$) of students proficient in math.

The proficiency rate requirements for SY 2007-2008, SY 2008-2009, and SY 2009-2010 are: not less than fifty-eight percent ($\geq 58\%$) of students proficient in reading; and not less than forty-six ($\geq 46\%$) of students proficient in math.

The proficiency rate requirements for SY 2004-2005, SY 2005-2006, and SY 2006-2007 are: not less than forty four ($\geq 44\%$) of students proficient in reading; and not less than twenty-eight ($\geq 28\%$) of students proficient in math.

2. Using Assessment Results:

The principal meets with teachers at bimonthly faculty meetings and schedules quarterly school wide assessments and data review with teachers. Teachers also plan for formative assessments of student learning and grade level meetings to make meaning of the data that is used to drive instruction.

The faculty meets quarterly to review school-wide, reading, math and science assessments. Assessments include Hawaii State Assessment-summative data as well as formative classroom assessments.

Reading

Teachers use several informal reading assessments, such as Rigby, Burns and Roe, and Achieve 3000 Kid Biz. Data is collected and compiled by the teacher onto an excel spreadsheet. Teachers meet as grade level teams, share the results, and discuss successes and challenges. With input, the teachers decide on the appropriate instructional strategies and provide several interventions. Part of the rationale behind selecting McGraw-Hill/MacMillan Treasures Reading Program was due to the intervention component of Triumphs that offers the same content but at levels that meets and challenges each student's ability. This school year 2011, grades 3-5 have begun using Achieve 3000/Kid Biz to assess lexile reading levels. Students are now able to be self directed learners and self select their library books based on their Lexile score.

Mathematics

Like Reading, several classroom level assessments are used. These include McGraw- Hill/MacMillan and teacher made tests. This school year, we are also beginning Data for School Improvement (DSI) an online assessment tool and a statewide initiative. The intent of DSI will give immediate feedback and inform teachers which standards have been met. Students are supplied with several math links on our schools website that can further enhance their mathematical skills.

Science

The State-level assessment is only administered to Grade 4. All other grade levels use classroom assessments. For next year (School Year 2011-2012), our goal is to "Articulate and Co-develop science lessons based on the benchmarks that integrate environmental science and focus on the inquiry process." and "Administer science grade level assessments based on targeted quarterly benchmarks."

3. Communicating Assessment Results:

Koko Head looks forward to sharing the assessment results with parents, students and the community each year. We congratulate the entire school community for their collective achievements.

The Department of Education also has a website for all updates and parents are able to access the annual School Quality Survey.

School wide, assessment results are shared at community gatherings such as coffee hours and breakfasts with a power point presentation. Other communication for all include our monthly newsletter, the Cobra Chronicles, the Koko Head website and a voluntary e-mail distribution list which 90% of families have "opted in". With the e-mail distribution list we are better able to communicate with families on an immediate basis. In addition, we have found that numerous parents have started to immediately ask questions and provide feedback in response to emails sent by our Parent Community Network Coordinator (PCNC). In the past, families would have to draft a note or letter to send in with the child or make a point of trying to catch the teacher or principal.

Communication on a daily and weekly level also generates from the classroom level. Teachers write communication logs, and all students refer to a school planner. Some teachers additionally have a webpage, others communicate through e-mail, and many continue to make personal phone calls to parents.

The students receive quarterly report cards that are computer generated by each teacher, rating the GLO's and grade level standards and benchmarks. Parent/Teacher conferences are held for first quarter grades. At this time, the Standardized Test scores from the previous year are presented to the parents.

Some students are required to complete student reflections. Some teachers elect to complete weekly communication logs. Each quarter, students are asked to complete self reflections/assessments on the General Learner Outcomes. For children who are ready, they engage in student-led conferences with their teachers and parents.

4. Sharing Lessons Learned:

Koko Head Elementary is a part of the larger Kaiser-Kalani-Farrington Complex. Our complex shares a common vision of "A World Class Education for All." In order to make our Complex Vision a reality, committees and groups meet regularly to articulate and share.

The Kaiser complex curriculum coordinators from the elementary, middle and high school levels meet monthly with the complex area resource teachers and School Renewal Specialist to analyze reading and math data by school. We share leadership and teaching strategies, as well as develop unified ideas on ways to keep the complex moving forward in the direction of a world-class education. One result of this collaboration was the analysis of student work which led to the development of small group intervention and differentiation.

Kaiser complex has established NTLC (New Teacher Learning Center) which provides new teachers with a mentor during the first two years of teaching. Mentors offer various supports, encouragement, and other necessary components to ensure the new teacher has the support needed to have a successful beginning. A current teacher personally credited the program as an asset to any teacher new to Hawaii or the DOE. She stated, "My mentor was the link between myself and the school system as a whole. My mentor helped me build relationships on campus and was an ally who supported me as an educator."

Also as a complex, we conduct internal reviews of special education cases selected at random to evaluate whether supports and services are in place and effective for the special education student. Students' academic, emotional and social progress are reviewed and the complex schools discuss successes and areas of needed improvement.

As a school Professional Learning Community, the administration, curriculum coordinator, and teachers unite during faculty meetings and professional development days to share accomplishments, listen to presenters, and participate in ongoing trainings, such as use of technology, DSI (Data for School Improvement), Achieve 3000, and scientific inquiry. During the school year, articulation time is built into the schedule so that teachers can share and problem solve by grade levels.

Most of the teachers at Koko Head Elementary live in the same community where we work. Moreover, teachers of all four Hawaii Kai elementary schools associate with each other regularly and share experiences in formal and informal settings. These relationships create an opportunity to share professional successes, resources, and helpful teaching tools.

1. Curriculum:

Koko Head's curriculum is aligned with the Hawaii State Standards and includes the core curriculum areas of Language Arts, Math, Science and Social Studies. In reading, students are taught conventions and skills, reading comprehension, literary response and analysis. In writing, conventions and skills to communicate effectively for a variety of purposes and audiences, and to use rhetorical devices are taught. The students participate and are sometimes published in community writing contents such as Hawaii Education Association's annual writing contest, "Write On HEA." At the end of the year, students who consistently perform well academically receive the Gold Presidential Academic Fitness Award. Students who show improvement in their academics are awarded the Silver Presidential Academic Fitness Award. Traditionally, the Gold goes to the top 10% of the class and the Silver to about 25% more students.

Math

Students learn number sense which includes ways of representing numbers, relationships among number and number systems. They learn operation sense and computation strategies. They also learn to become fluent with measurement including attributes, units, and systems of units and formulas for measuring. In geometry and spatial sense, the students learn properties and relationships, transformations and symmetry and gain visual and spatial sense.

Science

Students learn scientific investigation including the scientific process. They learn that science, technology and society are interrelated including earth and space science. We have a special emphasis on the interrelationships of organisms and their environment. The students further learn forms of matter and energy.

Social Studies

Students learn about change and how it ties into their community and further, to the world. They are taught empathy and perspective to help them interpret historical events.

Our students benefit from the Hawaii State Department of Culture and Arts Program with our school being awarded the "Artists in The School" grant which funds visiting artists to work with our students and teachers for a quarter. Math, Social Studies, and Science lessons are aligned with the standards, allowing our students to express their learning through visual arts.

Visual and performing arts are integrated into the core curriculum. For example, as part of Social Studies, Hawaiiana is taught from grades K through 5 with instruction including ancient Hawaiian culture, dance, songs, musical instruments (ex: feathered gourd, river rocks, etc.), and language. The community is invited to share in our students learning activities at the annual Christmas concert and Cultural Celebration. All students have inherent worth, and are encouraged to show their talent in the performing arts during the two-day school-wide Talent Show.

Student art work is also entered into community contests that align with content standards. For example, in Science we discuss conservation and water cycle, and the students showed their learning in large illustrations which were entered in the Board of Water Supply's Art Contest which led to student work published in the Board of Water Supply's annual calendar.

Physical Education

A physical education teacher is assigned to all students in grades K-5 and is responsible for standards-based instruction. School wide, the students apply their skills to community events such as “Jump Rope for Heart” that benefits the American Heart Association. We partner with the State of Hawaii through participation in the “Bike Education” Program where students learn bike safety and how to ride a bike.

Health

We partner with one of our receiving school to participate in their Nutrition Presentation, and another neighboring high school’s Health Fair. We participate in the State-wide Drug Awareness and Resistance Education (DARE) program. In our community, the Lions Club performs an annual vision screening for our students. Being a coastal community, our students, led by our custodian, painted reminders on all storm drains not to throw trash down the storm drains as the drains feed directly to our beaches. We also have regular guest speakers including Frank DeLima, a local comedian, a dental hygienist, and Ronald McDonald to address topics such as self esteem, dental health, social skills and self-advocacy.

As an elementary school, we embrace the concept of the world-wide citizen early in our students' educational careers and offer Mandarin school-wide.

Koko Head School’s core curriculum emphasizes language arts, math, social studies and science, and then enhances the students’ learning experience by integrating visual and performance arts. We encourage students to be actively engaged in physical fitness and nutrition to maintain healthy bodies and create awareness to make healthy choices. By integrating various modalities of learning, we ensure every person can learn and acknowledge every person’s inherent worth.

2. Reading/English:

Koko Head School chose the McGraw-Hill/Macmillan Treasures Reading Program as the textbook series for our state standards-based reading curriculum. An extensive process was followed in the process of selecting a series to meet the needs of the teachers and students. Keeping in mind the Hawaii Content Standards and our high expectations, Treasures has proven to be a good match for our school. In the fourth year of implementation, the program continues to be a valuable tool with our students. Supplemental strategies and materials are included in the reading curriculum in order to ensure that the Hawaii Content Standards are being met. One of the strengths of the Treasures program is the Intervention program called Triumphs. The material in the Treasure program is aligned with Triumphs, so both special education students and general education students learn the same content at differentiated levels.

Teachers in our K-3 grades received professional development in Teacher Reading Academy (TRA) strategies, which are utilized within daily teaching and small group lessons. The strategies from this program add to our Treasures implementation by providing additional support in phonemic awareness, phonics and word study, vocabulary, fluency, and comprehension. This is accomplished through the use of hands-on activities, graphic organizers, and other strategies that aid students in their understanding.

All students have a Lexile level and are beginning to borrow books based on their level. The Library is in the initial process of leveling all books in the easy book section. Our librarian has taught all students how to use the Lexile website to determine a book’s level. Teachers are currently helping students choose appropriate books within the classroom and library. One 5th grader recently reported that, "Knowing my Lexile level made the books I'm reading more interesting because it's much more challenging and helps me understand and comprehend what I am reading. Before, the books I borrowed were easier, so now I know to look for harder books."

Koko Head continues to combine "new" technology with "traditional" textbooks to enable success in our student's reading achievement.

Achieve3000's Kid Biz program has been warmly received and feedback from a current 3rd grader revealed that "Kid Biz is helping me on my HSA. In HSA, before I was average, now I am doing better. I'm getting better at constructed response questions because of the Thought Question (on KidBiz). The questions help me practice typing out my answer with important information."

3. Mathematics:

McGraw-Hill/Macmillan Connects Program was selected as the mathematics series to support the implementation of the state curriculum. Professional development ensures uniformity of implementation across grade levels. Additional support is made available through professional development days or faculty meetings to build on differentiation strategies and allow for horizontal and vertical articulation. Through the development of Academic Mathematical Vocabulary, teachers have been able to discuss mathematics content being taught in their grade level while learning more about instruction in other grades. This process created dialogue that led to identifying gaps and overlaps which resulted in more uniform and informed classroom instruction throughout the school.

As in the reading program Treasures, Math Connects offers an ample amount of differentiation opportunities for the teachers through the use of various materials and resources. Special Education students are taught using the intervention program Triumphs, which matches with the Connects program. Differentiation for ELL students is also provided through teaching strategies and leveled materials. Teachers use the available assessments to monitor student learning as a means to guide instruction. Leveled workbooks, readers, and activities are utilized to meet the needs of all students within each classroom.

To help students in making real life connections to their learning, teachers supplement their teaching with hands-on activities. Where there are gaps in the standards or concepts, Math Investigations Kits are utilized in the classrooms to supplement the Math Connects program and to further develop instruction. Small groups are created to further develop student skills in a smaller setting to meet individual needs.

Math concepts and skills are integrated into other content areas in order to make the connection of the relevancy of mathematics as a life-long skill. Students are supplied with information on websites and other online activities that can further enhance their mathematical skills, either through the McGraw-Hill/Macmillan websites chosen by the teacher.

4. Additional Curriculum Area:

Students at Koko Head are challenged every day to activate their natural curiosity as they solve problems using their observation and scientific inquiry skills. They are encouraged to ask questions and to wonder about life, earth and the physical world around them. Embedded in teachers' lessons are open ended questions where students voice their wonderings and share their thinking. Students are taught to value ideas and beliefs. An important part of our Science program is the awareness of local environmental issues. Weekly sessions with our environmental specialist has touched a nerve with K-5 students, showing a change in their attitude and behavior for everyday events affecting their lives. A passion to protect their environment is evident; either by picking invasive seaweed from the shores of Sandy Beach or by just bagging trash from our surrounding beaches.

Given an overview of a variety of issues, students exhibited concern and respect for their environment and were inspired to go back into their community to apply their new found knowledge. An example was shown when students took part in an activity designed to protect our fragile ocean ecosystem. They labeled storm drains on campus and identified clogged drains in the neighborhood. Solving problems at a school level has led our students to become proactive and become stewards of the land. Awareness and life application of science skills are reflected in everything they do.

Harcourt is our Science text which provides a multitude of resources for students to access learning to help them meet all Science standards. Other resources include Discovery Education, Foss Kits, and the Ohia Project. (The Ohia Project Curriculum was developed locally by the Moanalua Gardens Foundation,

Bishop Museum and the Hawaii State Department of Education to promote the preservation of the natural environment.)

Koko Head's Science room is equipped with a Promethean Board, and science equipment to conduct science investigations. Teachers are empowered by in-service workshops with inquiry based science lessons that stimulate students' thinking. Students are expected to use the scientific method to ask questions, develop hypothesis, collect data, analyze and conclude before communicating their ideas.

It is Koko Head's goal to foster discovery and to build moral characters in the quest for new ideas and further exploration in all of our students.

5. Instructional Methods:

Data is used to identify the needs, strengths, and learner styles of all students. Teaching strategies are aligned with state standards and designed to target and match specific needs in order to provide opportunities where students are actively engaged in learning. This includes utilizing multi-sensory activities to support the visual, kinesthetic, and auditory learner. A variety of instructional strategies: visual aids, manipulative, and hands-on activities are employed. Student directed activities are encouraged to heighten curiosity, promote inquiry and ownership for their learning. Classroom instruction designed to differentiate includes: heterogeneous grouping, teacher-one-on-one, community tutors, leveled small group learning, as well as paired learning and peer mentoring programs. Differentiated materials include leveled workbooks and readers and enrichment activities. Each classroom is equipped with trade books, periodicals, and other reference aids. Students are encouraged to use Elmo, Computers, and Smart Boards to show their work. After school assistance is offered as additional support. Families are provided with websites, and other materials to further support learning at home. Opportunities for further enrichment are provided in each classroom which are designed to enhance the gifted learner experiences and knowledge. This includes tapping into higher level thinking and problem solving skills, as well as internet research and lesson extensions to be shared with our learning community.

School-wide resources include individualized programs for ELL and Special Education students. Tutorial assistance is offered to students needing more intensive support. There is ongoing communication between all stakeholders via conversation, e-mail, conferences, and planner notes. Students are involved in planning for their success through goal setting, reflections, and self-assessment. Connections are made to prior knowledge using students' strengths to build on their abilities which leads to differentiation.

Koko Head School has high expectations for all learners. Assessments for differentiation are used to drive instruction to insure all students achieve skills to help nurture lifelong learners.

6. Professional Development:

Our vision and mission statement is "to encourage innovation so that excellence in learning and teaching will be reflected in everything we do" and ensure "every person is a lifelong learner." As such, professional development is extremely important to Koko Head School.

The district provides Teacher Reading Academy training for grades K-2 to teach reading strategies, and Data for School Improvement (DSI) training for grades 3-5 to give teachers the skills needed to design their own assessments. District Resource Teachers are frequently on campus to provide literacy coaching to disseminate statewide best practice strategies. They also provide individualized instruction to teachers as needed to address specific needs.

Professional Development (PD) days and substitute days are used to address Inquiry, Acieve3000, and Discovery Education training school wide. Some faculty meetings are dedicated to train teachers on using technology in our classrooms including Discovery Education, Smart Board Training, Prometheans Board Training, etc. All teachers are provided articulation time to share strategies on differentiation, classroom activities, curriculum implantation in alignment to standards. School level training is on-going for series program development using our Reading and Math Curriculum during faculty meetings and substitute days.

Teachers access the State in-service website at PD360 and PDE3. These websites provide video modeling and training on teaching strategies, networking, and classes available for the teachers to hone their skills. On an informal level, teachers at Koko Head School interact socially with teachers at neighboring schools and share strategies, challenges, solutions.

Professional development provided by the Hawaii State Department of Education, Honolulu District, and the school gives the teachers more tools at their command so they can properly assess student achievement levels, modify lessons to accommodate the various learners, and then deliver lessons that strengthen student need areas. The evidence of student learning is found in our quarterly assessments (Rigby, Burns and Rowe, AIR) and ultimately in our statewide assessment (Hawaii State Content and Performance Standard) test scores.

7. School Leadership:

Over the years, our school has built a culture that values every individual (stakeholder) and focuses on nurturing relationships which is extended to the entire school community.

Our open door policy has led to a kid-friendly environment with a sense of belonging for all. There is open communication and a safety in sharing knowledge with everyone from our principal to our students, staff and community. The faculty and staff share and work together on projects. The cafeteria staff extends their cooking expertise as related to classroom lessons by baking with the preschools and kindergarteners. The custodians support the teachers with varied activities such as providing lessons on storm drains, serving as interpreters for English Language Learners, and caring for injured birds found on campus. One custodian is our onsite Hawaiian plant expert. Our Educational Assistants support our special education teachers and students by providing knowledge and loving care for our challenged students. Our office staff is at the forefront extending warmth, compassion and assistance to everyone who enters our school.

The Friends of Koko Head, also known as "The Parent Group", annually supports the school with personnel costs. Parent support and participation is important so that these endeavors can be carried out. With their passionate support, our students benefit by having a dedicated physical education teacher, a music teacher, and invaluable classroom materials.

The School Community Council (SCC) comprised of an administrator, a teacher, a classified representative, a parent and community member, is a major part of the overall leadership structure. The group provides a forum for open discussion and problem solving related to school achievement. The SCC approves the Financial & Academic Plan and has implemented school policies like moving the 6th grade classes to Middle School to promote the educational progress and implementing a school uniform to create unity and school pride.

With our 55th anniversary celebration this year, at least three to four generations of local families returned to their Koko Head roots. There were many graduates that returned as teachers, staff members, local firefighters, business owners, entertainers, and government officials in order to "give back" to Koko Head and our Hawaii Kai community.

Lastly, the role of Koko Head's principal is to coordinate, manage and draw upon the talents of all stakeholders to bring together a cohesive group which furthers the success of the students, school and community which makes Koko Head School "Second To None."

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Hawaii State Assessment

Edition/Publication Year: Yearly Publisher: Hawaii Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets Proficiency plus Exceeds Proficiency	87	55	66	47	30
Exceeds Proficiency	51	29	49	19	3
Number of students tested	39	42	41	43	37
Percent of total students tested	100	100	100	96	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Proficiency plus Exceeds Proficiency					
Exceeds Proficiency					
Number of students tested					
2. African American Students					
Meets Proficiency plus Exceeds Proficiency					
Exceeds Proficiency					
Number of students tested					
3. Hispanic or Latino Students					
Meets Proficiency plus Exceeds Proficiency					
Exceeds Proficiency					
Number of students tested					
4. Special Education Students					
Meets Proficiency plus Exceeds Proficiency					
Exceeds Proficiency					
Number of students tested					
5. English Language Learner Students					
Meets Proficiency plus Exceeds Proficiency					
Exceeds Proficiency					
Number of students tested					
6. Asian					
Meets Proficiency plus Exceeds Proficiency	90	58	76	53	24
Exceeds Proficiency	75	31	52	13	0
Number of students tested	20	26	21	15	17
NOTES: blank = < 10 students					

11HI1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Hawaii State Assessment Program

Edition/Publication Year: Yearly Publisher: Hawaii Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	95	81	80	64	70
Exceeds	38	19	27	9	11
Number of students tested	39	42	41	44	37
Percent of total students tested	100	100	100	98	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient					
Exceeds					
Number of students tested					
2. African American Students					
Proficient					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Exceeds					
Number of students tested					
4. Special Education Students					
Proficient					
Exceeds					
Number of students tested					
5. English Language Learner Students					
Proficient					
Exceeds					
Number of students tested					
6. Asian					
Proficient	100	88	81	60	71
Exceeds	55	23	33	7	6
Number of students tested	20	26	21	15	17
NOTES: blank = < 10 students					

11H11

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Hawaii State Assessment Program

Edition/Publication Year: Yearly Publisher: Hawaii Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets Proficiency plus Exceeds Proficiency	87	72	74	68	59
Exceeds Proficiency	71	46	37	32	15
Number of students tested	38	46	46	37	39
Percent of total students tested	100	96	100	97	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Proficiency plus Exceeds Proficiency					
Exceeds Proficiency					
Number of students tested					
2. African American Students					
Meets Proficiency plus Exceeds Proficiency					
Exceeds Proficiency					
Number of students tested					
3. Hispanic or Latino Students					
Meets Proficiency plus Exceeds Proficiency					
Exceeds Proficiency					
Number of students tested					
4. Special Education Students					
Meets Proficiency plus Exceeds Proficiency					
Exceeds Proficiency					
Number of students tested					
5. English Language Learner Students					
Meets Proficiency plus Exceeds Proficiency					
Exceeds Proficiency					
Number of students tested					
6. Asian					
Meets Proficiency plus Exceeds Proficiency	89	75	82	69	71
Exceeds Proficiency	70	50	35	31	14
Number of students tested	27	24	17	16	14
NOTES: blank = < 10 students					

11H11

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Hawaii State Assessment Program

Edition/Publication Year: Yearly Publisher: Hawaii Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	92	83	76	73	77
Exceeds	50	35	11	14	18
Number of students tested	38	46	46	37	39
Percent of total students tested	100	96	100	97	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient					
Exceeds					
Number of students tested					
2. African American Students					
Proficient					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Exceeds					
Number of students tested					
4. Special Education Students					
Proficient					
Exceeds					
Number of students tested					
5. English Language Learner Students					
Proficient					
Exceeds					
Number of students tested					
6. Asian					
Proficient	93	75	71	75	79
Exceeds	48	42	0	13	29
Number of students tested	27	24	17	16	14
NOTES: blank = < 10 students					

11H11

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Hawaii State Assessment Program

Edition/Publication Year: Yearly Publisher: Hawaii Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	80	78	70	75	45
Exceeds	61	33	42	58	5
Number of students tested	49	49	43	40	40
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed		0	0	0	0
Percent of students alternatively assessed	2	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient		80			
Exceeds		50			
Number of students tested		10			
2. African American Students					
Proficient					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Exceeds					
Number of students tested					
4. Special Education Students					
Proficient					
Exceeds					
Number of students tested					
5. English Language Learner Students					
Proficient					
Exceeds					
Number of students tested					
6. Asian					
Proficient	79	84	61	93	47
Exceeds	67	26	39	79	12
Number of students tested	24	19	18	14	17
NOTES: blank = < 10 students					

11H11

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Hawaii State Assessment Program

Edition/Publication Year: yearly Publisher: Hawaii Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	96	82	79	83	60
Exceeds	41	39	16	18	3
Number of students tested	49	49	43	40	40
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed		0	0	0	0
Percent of students alternatively assessed	2	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient		90			
Exceeds		30			
Number of students tested		10			
2. African American Students					
Proficient					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Exceeds					
Number of students tested					
4. Special Education Students					
Proficient					
Exceeds					
Number of students tested					
5. English Language Learner Students					
Proficient					
Exceeds					
Number of students tested					
6. Asian					
Proficient	96	84	78	86	59
Exceeds	33	43	11	14	6
Number of students tested	24	19	18	14	17
NOTES: blank = < 10 students					

11H11

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: Hawaii State Assessment

Edition/Publication Year: Yearly Publisher: Hawaii Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	0	0	0	0	58
Exceeds	0	0	0	0	14
Number of students tested	0	0	0	0	50
Percent of total students tested	0	0	0	0	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient					40
Exceeds					0
Number of students tested					10
2. African American Students					
Proficient					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Exceeds					
Number of students tested					
4. Special Education Students					
Proficient					
Exceeds					
Number of students tested					
5. English Language Learner Students					
Proficient					
Exceeds					
Number of students tested					
6. Asian					
Proficient					71
Exceeds					24
Number of students tested					21
NOTES: blank = < 10 students					

11H11

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: Hawaii State Assessment Program

Edition/Publication Year: yearly Publisher: Hawaii Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	0	0	0	0	84
Exceeds	0	0	0	0	10
Number of students tested	0	0	0	0	50
Percent of total students tested	0	0	0	0	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient					80
Exceeds					0
Number of students tested					10
2. African American Students					
Proficient					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Exceeds					
Number of students tested					
4. Special Education Students					
Proficient					
Exceeds					
Number of students tested					
5. English Language Learner Students					
Proficient					
Exceeds					
Number of students tested					
6. Asian					
Proficient					90
Exceeds					10
Number of students tested					21
NOTES: blank = < 10 students					

11H11

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	84	69	70	63	49
Exceeds	61	36	42	36	10
Number of students tested	126	137	130	120	166
Percent of total students tested	100	99	100	98	99
Number of students alternatively assessed		0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	75	57	64	75	47
Exceeds	35	26	29	17	0
Number of students tested	20	23	14	12	17
2. African American Students					
Proficient					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Exceeds					
Number of students tested					
4. Special Education Students					
Proficient		8	19	6	0
Exceeds		0	6	0	0
Number of students tested		12	16	16	15
5. English Language Learner Students					
Proficient		67			
Exceeds		33			
Number of students tested		12			
6. Asian					
Proficient	86	71	73	71	54
Exceeds	70	36	43	40	13
Number of students tested	71	69	56	45	69
NOTES: blank = < 10 students					

11H11

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	94	82	78	73	73
Exceeds	43	31	18	13	10
Number of students tested	126	137	130	121	166
Percent of total students tested	100	99	100	98	99
Number of students alternatively assessed		0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	85	78	71	83	82
Exceeds	15	17	0	8	0
Number of students tested	20	23	14	12	17
2. African American Students					
Proficient					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Exceeds					
Number of students tested					
4. Special Education Students					
Proficient		17	31	19	13
Exceeds		0	0	0	0
Number of students tested		12	16	16	15
5. English Language Learner Students					
Proficient		50			
Exceeds		0			
Number of students tested		12			
6. Asian					
Proficient	96	83	77	73	75
Exceeds	45	35	16	11	12
Number of students tested	71	69	56	45	69
NOTES: blank = < than 10 students					

11H11